

New Hampshire Department of Education



2011 Adequate Yearly Progress (AYP) Appeal Process

School Appeals Forms and Worksheets

****Note****

The Instructions and Guidance necessary for completing an AYP appeal are in a separate *"School Appeals Instructions and Guidance"* document .

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SCHOOL AYP APPEALS FORMS AND WORKSHEETS

This document contains the following:

- *2011 School AYP Appeal Cover Page* (all appeals must include this form)
- *2011 School AYP Appeal Grid* (all appeals must include this form)
- *Worksheets* (include in the appeal packet as applicable):
 - Participation Rate Worksheet (Grades 3-8 Schools)
 - Participation Rate Worksheet (High Schools)
 - Performance Worksheet (Grades 3-8 Schools)
 - Performance Worksheet (High Schools)
 - Attendance Rate Worksheet (Grades 3-8 Schools)
- *Report Shells* (blank report forms for submitting a revised AYP report based on the worksheet calculations).
 - **2011 AYP Elementary/Middle School reports** (summary, data, index)
 - **2011 High School reports** (summary, data, index)

**NH DEPARTMENT OF EDUCATION
2011 AYP SCHOOL APPEAL COVER PAGE**

School: _____

District and SAU: _____

School Principal:
Contact Person and Title
(if different from Principal): _____

Phone/Fax: _____

Email Address: _____

Principal's Signature: _____ Date _____
(Original--in blue ink)

Superintendent of Schools Information

Name: _____

Phone/Fax: _____

E-Mail Address: _____

Date superintendent received appeal from school: _____

Status of school's district level appeal: _____ Approved _____ Denied*

* Note: Do not submit denied appeals to NHDOE.

Date approved appeal sent to NHDOE: _____

SUPERINTENDENT CERTIFICATION

I certify, to the best of my knowledge and ability, that all submitted documents are accurate and understand penalties will be assessed for intentionally falsifying data or information.

Superintendent's Signature: _____
(Original--in blue ink)

Date: _____

NH DEPARTMENT OF EDUCATION

2011 AYP SCHOOL APPEAL AYP GRID

Identify the basis for this appeal. In the charts below, place an “X” in the appropriate non-shaded box for each content area, student subgroup, and/or “other indicator” in which the school did not make AYP and is submitting an appeal. For each non-shaded box marked, enter one of the following codes in the appropriate shaded box to identify the basis for the appeal.

DE=Data Error (*statistical*) SC=Special Circumstances (*substantive*) BOTH = Both Reasons

Student Participation and Student Performance Appeals	READING			MATHEMATICS		
	Student Participation Rate Target (95%) Student Performance Index Target (91% Grade 3-8) (89% Grade 11)			Student Participation Rate Target (95%) Student Performance Index Target (88% Grade 3-8) (72% Grade 11)		
	Did not make AYP for Student Participation	Did not make AYP for Student Performance	Appeal Basis Code	Did not make AYP for Student Participation	Did not make AYP for Student Performance	Appeal Basis Code
Whole School						
Hispanic or Latino						
American Indian/Alaskan Native						
Asian/Pacific Islander						
Black or African American						
White (non-Hispanic)						
Economically Disadvantaged						
Educational Disability						
Non- or Limited - English Proficient						

“Other Indicator” Appeals	Attendance Rate Target (90%) Elem/MS		Graduation Rate (80% Target) HS	
	Did not make AYP	Appeal Basis Code	Did not make AYP	Appeal Basis Code

Participation Rate Worksheet

(Grades 3-8 Schools)

School: _____

Subgroup: _____

Circle Content Area: Reading or Mathematics

In order to calculate Participation Rate, please be sure to have read the guidance on page 9 of the *School Appeals Instructions and Guidance* document and to have contacted Tim Kurtz to get the data and assistance in recalculating.

Year	# of students participating	# of students who should have been tested	Percent rounded to the nearest 1%
2010			
2009			
2008			

Step 1: If group size for current year ≥ 40 , and participation rate $\geq .95$ then OK.
Otherwise...

Step 2: If two-year aggregate group size ≥ 40 , and two-year aggregate participation rate $\geq .95$, then OK.
Otherwise...

Step 3: If three-year aggregate group size ≥ 40 , and three-year aggregate participation rate $\geq .95$, then OK.
Otherwise...

Step 4: If three-year aggregate group size < 40 , then group's size is too small to calculate participation rate. Otherwise...

Step 5: Group does not meet 95% participation rate requirements.

Recalculation yields:

YES YES (2) YES (3) NO NO (2)

Participation Rate Worksheet

(High Schools)

School: _____

Subgroup: _____ Circle Content Area: Reading or Mathematics

In order to calculate Participation Rate, please be sure to have read the guidance on page 9 of the *School Appeals Instructions and Guidance* document and to have contacted Tim Kurtz to get the data and assistance in recalculating.

Year	# of students participating	# of students who should have been tested	Percent rounded to the nearest 1%
2010			
2009			
2008			

Step 1: If group size for current year ≥ 40 , and participation rate $\geq .95$ then OK.
Otherwise...

Step 2: If two-year aggregate group size ≥ 40 , and two-year aggregate participation rate $\geq .95$, then OK.
Otherwise...

Step 3: If three-year aggregate group size ≥ 40 , and three-year aggregate participation rate $\geq .95$, then OK.
Otherwise...

Step 4: If three-year aggregate group size < 40 , then group's size is too small to calculate participation rate. Otherwise...

Step 5: Group does not meet 95% participation rate requirements.

Recalculation yields:

YES

YES (2)

YES (3)

NO

NO (2)

Performance Worksheet

(Grades 3-8 schools)

2011	Reading	Math
AMO	91	88

School: _____

Group: _____

Content Area: Reading or Mathematics

Calculate School Index Score:

A = _____

AMO for content area (see table above)

B = _____

Number of students in group

(students who have been in the school for the full academic teaching year =
ADM \geq .90 -- indicated by (1) in column 25: *tchContSch* in the data file)

C = _____

Minimum index score from Confidence Interval Lookup Table

D = _____

Check to see if Standard is met. Mark which one applies:

If $C < 11$, then the standard is met. _____

If $A \geq B$, then the standard is met. _____

If $A \geq D$, then the standard is met. _____

If not, check safe harbor.

Safe Harbor Calculation

To Meet Safe Harbor, all 3 of the following conditions must be met:

- 10% reduction in index points not earned, and
- Percent of students scoring proficient or above must increase, and
- the Other Indicator (if it exists) must be met.

Condition 1: 2010 Index
100 - Index
2011 Index (from "A" above)
100 - Index
Calculate amount of Improvement: F - H
Calculate 10% of F: (.10) x F

E = _____

F = _____

G = _____

H = _____

I = _____

J = _____

Check to see index points not earned was reduced by at least 10%.

If $I \geq J$, then the standard is met. _____

If $I < J$, then the standard is not met. _____

Condition 2: 2010 Percent Proficient or above
2011 Percent Proficient or above

K = _____

L = _____

Check to see if percent proficient or above increased.

If $L > K$, then standard is met. _____

If $L \leq K$, then standard is not met. _____

Condition 3: 2009-2010 Attendance Rate

M = _____

Check to see if Attendance Rate is met

If M not available, or

If $M \geq 90$, then standard is met. _____

Otherwise, standard is not met. _____

Performance Worksheet

(High Schools)

2011	Reading	Math
AMO	89	72

School: _____

Group: _____

Circle Content Area: Reading or Mathematics

Calculate high school Index Score:

A = _____

AMO for content area (see table above)

B = _____

Number of students in group

(students who have been in the school for the full academic teaching year – ADM \geq .90 -- indicated by (1) in column 25: *tchContSch* in the data file)

C = _____

Minimum index score from Confidence Interval Lookup Table

D = _____

Check to see if Standard is met. Mark which one applies:

If $C < 11$, then the standard is met. _____

If $A \geq B$, then the standard is met. _____

If $A \geq D$, then the standard is met. _____

If not, check safe harbor.

Safe Harbor Calculation

To Meet Safe Harbor, all 3 of the following conditions must be met:

- 1: 10% reduction in index points not earned, and
- 2: Percent of students scoring proficient or above must increase, and
- 3: the Other Indicator (if it exists) must be met.

Condition 1: 2010 Index

100 - Index

E = _____

2011 Index (from "A" above)

100 - Index

F = _____

Calculate amount of Improvement: F - H

G = _____

Calculate 10% of F: (.10) x F

H = _____

I = _____

J = _____

Check to see index points not earned was reduced by at least 10%.

If $I \geq J$, then the standard is met. _____

If $I < J$, then the standard is not met. _____

Condition 2: 2010 Percent Proficient or above

K = _____

2011 Percent Proficient or above

L = _____

Check to see if percent proficient or above increased.

If $L > K$, then standard is met. _____

If $L \leq K$, then standard is not met. _____

Condition 3: 2009-2010 Graduation Rate

M = _____

Check to see if Graduation Rate is met

If M is not available, or

If $M \geq 80$ then standard is met. _____

Otherwise, standard is not met. _____

Attendance Rate Worksheet

(Grades 3-8 schools)

School: _____

Subgroup: _____

Attendance Rate data chart for School Year 2009-2010

Indicate which grades are in school	Grades	Total Number of Students in each grade	Number of half days in attendance for each grade	Number of half days of enrollment for each grade
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	Total			
			A	B

Attendance Rate (AR) Calculation

$$\frac{\mathbf{A}}{\mathbf{B}} = \frac{\boxed{}}{\boxed{}} = \boxed{}$$

Remember to multiply by 100 to change the ratio to a percent, and then round to the nearest 0.1%.

Attendance Rate for 2009-2010: $AR_{2009-2010} =$ _____ (rounded to nearest 0.1 percent)

If $AR_{2009-2010} \geq 90\%$, then the standard is met for 2011 AYP Report. _____

2011 NH Adequate Yearly Progress - Status

School Summary Report

Based on May 2010 NH-AIT and October 2010 NECAP Assessment Data

SAU:
District:
School:
Code:
Grade:

Whole group meets 90% attendance rate requirement:

Group		READING					MATHEMATICS				
		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 91.1	Safe Harbor		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 88.0	Safe Harbor	
					Meets 10% Rule	Meets 90% Attendance Rate				Meets 10% Rule	Meets 90% Attendance Rate
Whole School											
Hispanic/Latino											
Non-Hispanic/Latino	American Indian or Alaskan Native										
	Asian/Pacific Islander										
	Black or African American										
	White										
Economically Disadvantaged											
Educational Disability											
Non- or Limited-English Proficient											

KEY

- Yes Group meets the requirements.
 Yes (2) Group meets participation rate requirement using a two-year cumulative average.
 Yes (3) Group meets participation rate requirement using a three-year cumulative average.
 Yes (CI) Group is within the confidence interval width to meet the index target.
 Yes (SH) Group meets the requirements under Safe Harbor.
 Yes (SH*) Safe Harbor calculation was not performed since there were fewer than 11 students in the group in the last testing cycle.
 N/A Data are not available.

- No Group does not meet the requirements.
 No (2) Group was only evaluated with two years of participation data and does not meet the requirement.
 No (3) Group was evaluated with three years of participation data and did not meet the requirement.
 * Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.
 ** Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation rate.
 *** Group is too small (fewer than 40 students) and therefore is not required to meet the standard for attendance rate.
 Shaded Cell Safe Harbor is not evaluated when the performance target is met.

2011 NH Adequate Yearly Progress - Status

School Data Report

Based on May 2010 NH-AIT and October 2010 NECAP Assessment Data

SAU:
District:
School:
Code:
Grade:

Group		READING						MATHEMATICS						2010 Attendance Rate (Target: 90.0%)		
		2011 Participation (Target: 95%)			2011 Performance (Target: 91.0)		2010 Performance (Target: 91.0)		2011 Participation (Target: 95%)			2011 Performance (Target: 88.0)			2010 Performance (Target: 88.0)	
		2011 Adjusted Number Enrolled	2011 Number Participating	Rate [†]	Number of Students	Index Score	Number of Students	Index Score	2011 Adjusted Number Enrolled	2011 Number Participating	Rate [†]	Number of Students	Index Score		Number of Students	Index Score
Whole School																
Hispanic/Latino																
Non-Hispanic/Latino	American Indian or Alaskan Native															
	Asian/Pacific Islander															
	Black or African American															
	White															
Economically Disadvantaged																
Educational Disability																
Non- or Limited-English Proficient																

KEY

† The participation rate is an aggregate rate based on up to three years of data when necessary.

* Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.

** Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation.

*** Group is too small (fewer than 40 students) and therefore is not required to meet the standard for attendance rate.

N/A Data are not available.

<10 Index score is less than 10.

2011 NH Adequate Yearly Progress - Status

School Index Report

Based on May 2010 NH-AIT and October 2010 NECAP Assessment Data

SAU:
District:
School:
Code:
Grade:

		Performance Index Points Earned								
Group	N (Total Number of Students in This Group)	Substantially Below Proficient			Partially Proficient		Proficient	Proficient with Distinction	Calculation	
		Level 0 Number of Students Scoring at Scaled Score = X00	Level 1a Number of Students Scoring in Scaled Score Range 1a	Level 1b Number of Students Scoring in Scaled Score Range 1b	Level 2a Number of Students Scoring in Scaled Score Range 2a	Level 2b Number of Students Scoring in Scaled Score Range 2b	Level 3 Number of Students Scoring in Scaled Score Range 3	Level 4 Number of Students Scoring in Scaled Score Range 4	Sum of Totals Across Row	Group Performance Index Score = Sum/N
Reading (Index Target = 91.0)										
Whole School										
Hispanic/Latino										
Non-Hispanic/Latino	American Indian or Alaskan Native									
	Asian/Pacific Islander									
	Black or African American									
	White									
Economically Disadvantaged										
Educational Disability										
Non- or Limited-English Proficient										
Mathematics (Index Target = 88.0)										
Whole School										
Hispanic/Latino										
Non-Hispanic/Latino	American Indian or Alaskan Native									
	Asian/Pacific Islander									
	Black or African American									
	White									
Economically Disadvantaged										
Educational Disability										
Non- or Limited-English Proficient										

$n_0 \times 0$ + $n_{1a} \times 20$ + $n_{1b} \times 40$ + $n_{2a} \times 60$ + $n_{2b} \times 80$ + $n_3 \times 100$ + $n_4 \times 100$ = Sum Rounded to Tenth

2011 NH Adequate Yearly Progress - Status

School Summary Report

Based on May 2010 NH-AIT and October 2010 NECAP Assessment Data

SAU:
District:
School:
Code:
Grade:

Whole group meets 80% graduation rate requirement:

Group		READING					MATHEMATICS				
		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 89.0	Safe Harbor		Meets Requirements	Meets 95% Participation Rate	Meets Index Target of 72.0	Safe Harbor	
					Meets 10% Rule	Meets 80% Graduation Rate				Meets 10% Rule	Meets 80% Graduation Rate
Whole School											
Hispanic/Latino											
Non-Hispanic/Latino	American Indian or Alaskan Native										
	Asian/Pacific Islander										
	Black or African American										
	White										
Economically Disadvantaged											
Educational Disability											
Non- or Limited-English Proficient											

KEY

- Yes Group meets the requirements.
 Yes (2) Group meets participation rate requirement using a two-year cumulative average.
 Yes (3) Group meets participation rate requirement using a three-year cumulative average.
 Yes (CI) Group is within the confidence interval width to meet the index target.
 Yes (SH) Group meets the requirements under Safe Harbor.
 Yes (SH*) Safe Harbor calculation was not performed since there were fewer than 11 students in the group in the last testing cycle.
 N/A Data are not available.

- No Group does not meet the requirements.
 No (2) Group was only evaluated with two years of participation data and does not meet the requirement.
 No (3) Group was evaluated with three years of participation data and did not meet the requirement.
 * Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.
 ** Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation rate.
 *** Group is too small (fewer than 40 students) and therefore is not required to meet the standard for graduation rate.
 Shaded Cell Safe Harbor is not evaluated when the performance target is met.

2011 NH Adequate Yearly Progress - Status

School Data Report

Based on May 2010 NH-AIT and October 2010 NECAP Assessment Data

SAU:
District:
School:
Code:
Grade:

Group		READING						MATHEMATICS						2010 Graduation Rate (Target: 80.0%)		
		2011 Participation (Target: 95%)			2011 Performance (Target: 89.0)		2010 Performance (Target: 89.0)		2011 Participation (Target: 95%)			2011 Performance (Target: 72.0)			2010 Performance (Target: 72.0)	
		2011 Adjusted Number Enrolled	2011 Number Participating	Rate [†]	Number of Students	Index Score	Number of Students	Index Score	2011 Adjusted Number Enrolled	2011 Number Participating	Rate [†]	Number of Students	Index Score		Number of Students	Index Score
Whole School																
Hispanic/Latino																
Non-Hispanic/Latino	American Indian or Alaskan Native															
	Asian/Pacific Islander															
	Black or African American															
	White															
Economically Disadvantaged																
Educational Disability																
Non- or Limited-English Proficient																

KEY

† The participation rate is an aggregate rate based on up to three years of data when necessary.

* Group is too small (fewer than 11 students) and therefore is not required to meet the index target for performance.

** Group is too small (fewer than 40 students when totaled over three years) and therefore is not required to meet the standard for participation.

*** Group is too small (fewer than 40 students) and therefore is not required to meet the standard for graduation rate.

N/A Data are not available.

<10 Index score is less than 10.

2011 NH Adequate Yearly Progress - Status

School Index Report

Based on May 2010 NH-AIT and October 2010 NECAP Assessment Data

SAU:
District:
School:
Code:
Grade:

		Performance Index Points Earned								
Group	N (Total Number of Students in This Group)	Substantially Below Proficient			Partially Proficient		Proficient	Proficient with Distinction	Calculation	
		Level 0 Number of Students Scoring at Scaled Score = X00	Level 1a Number of Students Scoring in Scaled Score Range 1a	Level 1b Number of Students Scoring in Scaled Score Range 1b	Level 2a Number of Students Scoring in Scaled Score Range 2a	Level 2b Number of Students Scoring in Scaled Score Range 2b	Level 3 Number of Students Scoring in Scaled Score Range 3	Level 4 Number of Students Scoring in Scaled Score Range 4	Sum of Totals Across Row	Group Performance Index Score = Sum/N
Reading (Index Target = 89.0)										
Whole School										
Hispanic/Latino										
Non-Hispanic/Latino	American Indian or Alaskan Native									
	Asian/Pacific Islander									
	Black or African American									
	White									
Economically Disadvantaged										
Educational Disability										
Non- or Limited-English Proficient										
Mathematics (Index Target = 72.0)										
Whole School										
Hispanic/Latino										
Non-Hispanic/Latino	American Indian or Alaskan Native									
	Asian/Pacific Islander									
	Black or African American									
	White									
Economically Disadvantaged										
Educational Disability										
Non- or Limited-English Proficient										

$n_0 \times 0$ + $n_{1a} \times 20$ + $n_{1b} \times 40$ + $n_{2a} \times 60$ + $n_{2b} \times 80$ + $n_3 \times 100$ + $n_4 \times 100$ = Sum Rounded to Tenth